R E P O R T R E S U M E S

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SHORT COURSE FOR COUNSELORS ON VOCATIONAL-TECHNICAL TRAINING AND OPPORTUNITIES.

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A SHORT-TERM TRAINING PROGRAM TO IMPROVE THE EFFECTIVENESS OF SCHOOL COUNSELORS WAS INITIATED. THE PROGRAM OBJECTIVE AIMED TO--(1) DEVELOP AN INCREASED AWARENESS OF THE DIVERSITY OF THE WORLD OF WORK, (2) DEVELOP AN UNDERSTANDING AND RECOGNITION OF THE VALUE AND POTENTIAL CONTRIBUTION OF VOCATIONAL AND TECHNICAL SCHOOLS, (3) DEVELOP FAMILIARITY WITH THE DEMANDS OF BOTH LARGE AND SMALL INDUSTRIES AND BUSINESS IN TERMS OF DESIRABLE EMPLOYEE CHARACTERISTICS, AND (4) DEVELOP A MORE COMPREHENSIVE UNDERSTANDING OF THE INTERACTION OF THE SOCIAL AND PSYCHOLOGICAL FORCES WHICH AFFECT MAN AND HIS WORK. AN INTENSIVE 3-WEEK PROGRAM WAS CONDUCTED FOR 25 PRACTICING EDUCATIONAL COUNSELORS. SUBJECT CONTENT INCLUDED--(1) ROLE OF THE COUNSELOR IN VOCATIONAL-TECHNICAL EDUCATION, (2) BASIC REQUIREMENTS FOR THE COUNSELOR IN THIS AREA, (3) RELATIONSHIP BETWEEN THE VOCATIONAL-TECHNICAL SCHOOLS AND BUSINESS AND INDUSTRY, (4) TRAINING FACILITIES AVAILABLE, (5) OPPORTUNITIES AVAILABLE FOR EMPLOYMENT, (6) CONCERN OVER PREVALENT ATTITUDES, AND (7) AUTOMATION. AN EVALUATION FORM WAS DISTRIBUTED TO PARTICIPANTS, AND RECOMMENDATIONS FOR FUTURE PROGRAMS WERE FORMULATED. (HB)

ED003108

5-0875

Short Course for Counselors on Vocational -Technical Training and Opportunities

Fred D. Holt, Director

University of Georgia

College of Education

Athens, Georgia

Vocational and Technical Education Contract Number OE-5-85-092

Vocational Education Act of 1963 Section 4(c)

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Short Course for Counselors

on Vocational-Technical Training

and Opportunities

July 26 - August 13, 1965

Vocational and Technical Education

Contract Number OE-5-85-092

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Fred D. Holt

College of Education

University of Georgia

Athens

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I. History and Objectives

Origin and Purposes:

This program was a pilot project which was, in essence, a short term educational program for counselors on vocational and technical training and opportunities. Plans for the program developed from several discussions between the director and Dr. James E. Bottoms, Supervisor in Vocational Education, State Department of Education. During the preceding academic year, the need for such a program became more evident and the decision was made to develop the proposal.

During the developmental stage of the proposal, numerous individuals were contacted and suggestions obtained. The plan of operation was developed with the close cooperation of the Department of Vocational Education and the Division of Guidance and Testing of the State Department of Education. Eventually, the program was developed and the following objectives specified:

1. Develop an increased awareness of the diversity of the vocational and technical world of work.
2. Develop an understanding of and recognition of the value and potential contribution of the vocational and technical schools.
3. Develop familiarity with the demands of both large and small industries and businesses in terms of desirable employee characteristics and, become more cognizant of

the situations in which new employees find themselves.

4. Develop a more comprehensive understanding of the interaction of the social and psychological forces which affect man and his work.

The proposal was submitted to the United States Office of Education, Division of Vocational and Technical Education for consideration and possible approval. It was subsequently approved, thus setting in motion the plans for operation of an intensive three-week program conducted by the College of Education, University of Georgia. The program began on July 26, 1965, coinciding with the beginning date of the regular second summer session and closing on August 13, 1965.

Participants

Due to the date of approval by the United States Office of Education, it seemed appropriate to make a mailing of the announcement of the program and application form directly to the counselors. Mailing labels for the counselors were made available through the cooperation of the State Department of Education, Division of Vocational Education. This procedure greatly simplified the process of communicating with all counselors within the State. It must be noted that many counselors had departed from their schools and would not return until fall.

Those persons who were interested were requested to apply immediately. From those applying, thirty persons were selected

NAMES AND ADDRESSES OF PARTICIPANTS IN

SHORT COURSE FOR COUNSELORS

Brooks, George S.
Box 413
Summerville, Ga.

Cole, Mrs. Gretchen
765 Virginia Ave., N.E.
Atlanta, Ga.

Crouch, Mrs. Kathleen
3760 Narmore Rd., N.E.
Atlanta, Ga.

Dickerson, Mrs. Rachel
307 Benson
Hartwell, Ga.

Freeman, Mrs. Thomas
115 1/2 Freeman Drive
Athens, Ga.

Griffin, Mrs. Louise
Rt. 5, Griffith Rd.
Monroe, North Carolina

Ingram, Richard J.
Route 2
Senoia, Georgia

Johnson, Mrs. Ardith
Ellaville
Georgia

Henry, Quinn
Route 4
Dalton, Ga.

Kelley, Michael
Route 1
Kensington, Ga.

King, Miss Martha
602 1/2 McCall Blvd.
Rome, Ga.

Lytle, Mrs. Mary
Byromville
Georgia

Mashburn, Miss Shirla
Box 664
Douglasville, Ga.

Moses, Mrs. Virginia
313 Hall Street
Sandersville, Ga.

Mulinix, Mrs. Martha
Route 1
Kingston, Ga.

Nicholson, Mrs. Frances
550 Macon Highway
Dalton, Ga.

Phillips, Cohen
2690 McAfee Rd.
Decatur, Ga.

Roberts, Clyde
Lilburn
Georgia

Rumsey, Miss Ruby
Villa Rica
Georgia

Shehane, Miss Katherine
27 Whitley Drive
Douglasville, Ga.

Smith, Harold L.
3766 Chamblee-Dunwoody
Chamblee, Georgia

Turpen, Miss Viola
Dickson Drive
Jefferson, Ga.

Vail, John Paul
116 Patricia Avenue
Marietta, Ga.

Runyan, Richard
Box 366
Lumpkin, Ga.

Wilson, James
1919 Glenmay Drive
Decatur, Ga.

on the basis of (a) admission to the University of Georgia, (b) admission to the Graduate School, (c) admission to the College of Education, and (d) possession of a valid professional certificate, or the equivalent, in the field of counseling. Of these thirty selectees, five were unable to particiapte or requested to be dropped for other reasons. The twenty-five remaining persons arrived on campus July 25 or prior to the meeting time scheduled on July 26.

Efforts were made to obtain a somewhat equitable distribution of enrollees from throughout the State. Unfortunately, this was not possible due to the fact that no response to the announcement was received from certain sections of the State. Therefore, the northern portion of the State was most heavily represented by the enrollees.

Staff:

The staff consisted of the following members as listed with their respective titles and professional affiliations:

Fred D. Holt, Assistant Professor of Education
College of Education, University of Georgia

James E. Bottoms, Supervisor of Vocational Education,
State Department of Education, Atlanta, Georgia

Neil Gunter, Coordinator of Guidance and Testing,
State Department of Education, Atlanta, Georgia

Glen Hitchcock, Consultant, Guidance and Testing,
State Department of Education, Atlanta, Georgia

Consultants:

Merritt C. Oelke, Chairman, Division of Guidance and
Counseling, College of Education, University of Georgia

Emeliza Swain, Associate Professor of Education,
College of Education, University of Georgia

Ila Rooks, Assistant Professor of Education,
College of Education, University of Georgia

Raymond Payne, Professor of Sociology,
College of Arts and Sciences, University of Georgia

Paul Deutschberger, Professor of Social Work,
School of Social Work, University of Georgia

Robert Taylor, Assistant Professor of Psychology,
Department of Psychology, University of Georgia

George Gazda, Associate Professor of Education,
College of Education, University of Georgia

Robert Mason, Teaching and Administrative Assistant,
Doctoral Student in Counseling, College of Education,
University of Georgia

Harry Padgett, Teaching and Administrative Assistant,
Doctoral Student in Counseling, College of Education,
University of Georgia

Richard Sherwin, Teaching and Administrative Assistant,
Doctoral Student in Counseling, College of Education,
University of Georgia

Off-Campus Personnel:

Wayne Antenen, Assistant Professor of Education
College of Education, University of Florida

Harold Reed, Specialist, United States Office of Education, Washington, D. C.

Dolph Camp, Chief, Occupation and Career Guidance Section, United States Office of Education, Washington, D. C.

James Long, Bureau of Apprenticeship and Training, United States Department of Labor, Atlanta, Georgia

Melvin Taylor, Industrial Training Advisor, Bureau of Apprenticeship and Training, United States Department of Labor, Atlanta, Georgia

Robert Sewell, Machinists Union Representative, Atlanta, Georgia

II. Content

Schedules for each week's program are shown in Appendix A. All group meetings are not shown since the Task Groups met on an unscheduled basis. The three major groups met as shown in the schedule with additional meetings occurring when the need arose as determined by the members of the various groups.

The basic program was planned by the program staff. On the opening day, participants were confronted with the planned program and requested to evaluate it and make suggestions based on their experiences and needs. Many of the suggestions made at

this time were incorporated into the program. It was felt that in an experimental program of this nature recency of experience of the counselors could contribute to the attainment of the indicated objectives.

Through the efforts of the staff, participants, and consultants, it seems that the planned experiences of the program accomplished the specified purposes. From a practical viewpoint, each phase of the program was intended to increase the school counselors' awareness of the various training and vocational opportunities available to youth. As a corollary, the experiences were designed to broaden the counselors' understanding of the changing technological society of which this generation of youth is an indispensable part.

The experiences were not only pragmatically based. Considerable attention was directed to the theoretical constructs which undergird vocational development. Particular emphasis was directed toward the sociological and psychological factors which affect man in the world of work.

To perform most adequately the above indicated aspects of the program, it was essential to use highly qualified personnel available within the various fields of specialization. Consequently, the participants were taught by a sociologist, a psychologist, a social work specialist, and counselor educators with various specializations, e.g. group guidance, counseling,

vocational development. In addition, representatives from the United States Office of Education, a labor union, the United States Department of Labor and others served to extend the learnings of the participants.

Instruction:

The instructional process involved group discussions, lectures, field trips and group meetings. Appropriate printed materials were distributed for use during the program and, in some cases, for the counselors' personal school file.

Generally, the guest lecturers divided their time between the more formal presentation and a discussion period. Guest speakers found the group eager to ask questions and to pursue controversial issues. As shown by the evaluation by the members, the guest speakers generally made the experiences very meaningful (Appendix B). In addition, all presentations were attended by one or more of the teaching assistants. It is felt that this activity by the small group leaders contributed to the operation of the groups and, furthermore, the assistants occasionally facilitated increased discussion by their presence and questions.

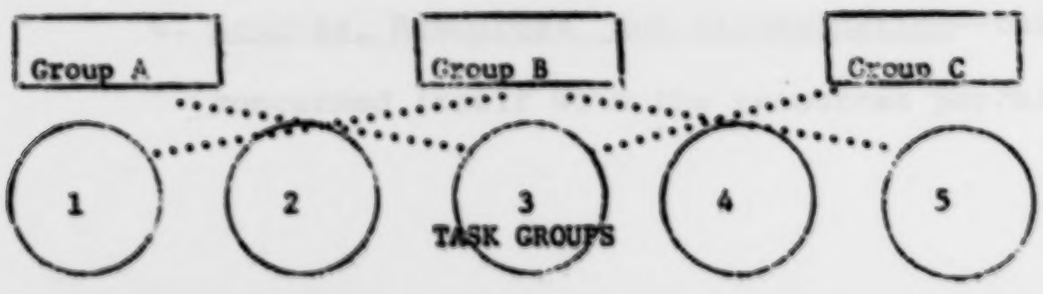
Small Groups

In addition to the discussion and analyses of the day's course of study, the major groups (three in number) were assigned a major project and asked to make their findings available to

the Institute as a whole. Assignment to these three groups was predicated on the belief that, because time was of the utmost importance during this three-week period, it could be best utilized through group assignments in order to avoid as much duplication as possible. The underlying purpose of such a project was to acquire the greatest amount of useful information in the shortest period of time which could in turn eventually be distributed to the greatest number of people in the most efficient manner possible.

Upon completion of the projects the three groups submitted their findings in the form of an annotated bibliography which was later combined with other pertinent materials (Appendix C). It was expected that much of this material would later be distributed to counselors unable to attend the program. Efforts have been made to avoid infringement on authors' rights and it should be indicated that in an endeavor of this nature, oversights may occur. If this has happened, it must be indicated that it was not intentional.

As indicated, the enrollees were assigned to several small groups (Appendix). As shown in the following diagram, the members of each small group were assigned to several smaller groups, referred to as Task Groups.



An effort was made to have each small group represented in each Task Group, the basis for this procedure being that cross representation would contribute to the learning activities of all members in all groups.

The three major areas in which the small groups worked and the material compiled by each which is included in this report are as follows:

A. Trends--the purpose of this group was to compile an annotated bibliography in relation to various trends in education, behavioral sciences, technolog and manpower. The bibliography is not exhaustive, but, nevertheless, should prove valuable for counselors, educators, and students.

B. Vocational Development Theory--the purpose of the group was to review the theoretical trends of vocational development with greater emphasis on recent developments from 1960-1965. An annotated bibliography was compiled as a suggested aid to the counselor in keeping abreast of the growth in this area.

C. Sources, Resources, and Dissemination--this group concerned itself with the resources pertaining

to the world of work which are available to counselors throughout the State of Georgia. Closely related to these were the many problems focused upon dissemination of materials and information.

As indicated in the diagram, the assignment of members to five sub-groups known as task forces was another method used as a vehicle for teaching and acquiring information in the shortest period of time. These groups were also designated more specific areas of interest. These areas were:

1. Vocational-Technical Education
2. Manpower
3. Legislation
4. Decision Making
5. Business and Industry

Materials and information for these five groups were obtained in several ways including field trips, readings, class lectures, consultants, class discussions, and special interviews Again, findings were compiled and edited for later distribution to counselors.

It is hoped that the findings from these two group undertakings will serve to enlighten counselors and enable them to offer valuable assistance to the student as he prepares himself for the world of work. Not only is it anticipated that the individual student will be provided with information with which

he can make a wiser decision, but it was felt by all connected with the project that lines of communication have been opened among business, industry and the schools as a result of some of the contacts made in this program. For perhaps the first time, numerous individuals have been made aware of the needs and desires of other social forces which are similarly concerned with young people and their choice of work and the matter of adequate and inadequate preparation of youngsters to meet the demands of a highly competitive society. While it is true that in many cases the interest in young people and job preparation is of a more immediately functional and productive nature where business and industry are concerned, it is believed that cooperative relationships and constructive criticism as vehicles of improved relations between schools and the world of work is essential. It is believed that the findings of these groups will serve to make counselors more aware of the demands, needs, and changes evident in the everyday world of work.

Field Trips

Trips were planned to take the students into various facilities which could serve the educative function. The itinerary included trips to vocational-technical schools, large and small industries and businesses. Approximately one-third of the total class time was devoted to these trips.

Because of the schedule of operation for the vocational-technical schools, it was necessary to visit them during the first week of the program.

Prior to all trips, plans were made with the group and some specific suggestions made which were intended to intensify the value of the experience. An interview worksheet was developed, during a group discussion, for use at the vocational-technical schools (Appendix A). The four major categories on this sheet were palnned as a guide for the participants as they interviewed vocational-technical school students. Each category was used in an effort to elicit feelings of the students toward the role of the secondary and vocational-technical school in assisting youth; the needs and activities of youth as they make decisions; and, lastly, other factors influencing the decision making process of youth.

The staff developed an interview form for use with industry and business (Appendix A). This was planned as a learning experience with the anticipation of utilizing this or a similar form in the participants' home communities.

Vocational-Technical School Visits

The group visited both state and area vocational-technical schools which included DeKalb Vocational-Technical School at Clarkston, and the State Vocational-Technical School at

Clarkesville. The trips were scheduled to enable the counselors to see for themselves the scope of the training programs and opportunities available throughout the State. Counselors gained first-hand information regarding requirements pertaining to age, education, health, length of time required for the various courses, aptitude necessary, costs, housing, salaries, and supply and demand for the trained individual.

On arrival, small groups were escorted on a tour of the facilities conducted by counselors who lectured and answered questions as the tour progressed. Upon completion of the tour, the groups reassembled for a discussion and question and answer period usually conducted by a panel of representatives from the school.

Members of the group were then assigned for personal interviews with both students and instructors in the schools. Each counselor was to interview a minimum of two people associated with the school. As already mentioned, an interview sheet had been distributed to serve as a guide for their interviews; however, it was not required that the counselor adhere rigidly to such an outline.

The day's trip concluded with the group's coming together again for a final and brief discussion period to cover any new events which had arisen during the interviews. Upon return to the University, each individual summarized his interview and

the day's findings. The reports were then given to the task groups to compile and edit.

Individual Interviews

In addition to these field trips which were scheduled by the staff to involve rather large businesses and industries, there were trips to smaller businesses and industries in the local area. These included individual interviews between the counselors and representatives of the various enterprises.

Taken as a whole, it was felt that the field trips were fairly representative of the various opportunities available to young people in both large and small towns. Enterprises visited were selected to provide access to various occupations across the entire spectrum of available occupations, including those which required a minimum of ability as compared to those which require a high degree of training, skill, and intelligence

Business and Industry

For the most part, a field trip to either business or industry was composed of the following activities: (a) a tour of the facilities under the leadership of a company representative who lectured and answered questions as the tour progressed; and (b) following the tour,a panel of company representatives or a designated individual who explained the company's program concerning such things as job descriptions, working conditions,

requirements, and hiring and promotion policies. During these informal sessions, there was a free exchange of questions and answers.

Speakers and Consultants

A total of fifteen speakers visited the Institute. The value of these outside consultants and speakers in the program cannot be overemphasized. It must be indicated that an effort was made to prevent serious overlap by the speakers. This was accomplished by suggesting a major topic for each speaker and informing him, in most cases, of the titles or areas being covered by others (Appendix A).

Materials and Facilities

The participants had access to both the University Library and the materials center of the Division of Guidance and Personnel Services. In addition, various materials were made available by industries, the Georgia State Employment Service, and the Regional Office of the United States Department of Labor. Each student had access to various other materials, e.g. tape recorders, etc., which were relevant to the course.

Classroom space was provided in the College of Education and additional meeting rooms were made available for group activities. The participants also utilized in the dormitory a study room for informal group sessions.

Housing was provided in a dormitory one block distant from the College of Education. Assignments for housing were made on a co-educational basis.

III. SUMMARY

Findings

The material presented below is based on both oral and written reports and discussions from which the more significant findings of the various participants were extracted. The reader is reminded that this is not to be interpreted as an exhaustive study in any sense of the word, but it is suggested that the following excerpts are perhaps indicative of current trends in the area of vocational and technical education.

1. Role of the counselor in vocational-technical education

Up to this time it seems that the average school counselor has not been adequately prepared to assist students who do not choose, for various reasons, to continue their education in institutions of higher learning. If the counselor is to serve adequately all students in all areas then he should be aware of the vocational-technical opportunities which exist for students.

2. Basic requirements for a counselor in this area

The counselor should, in excess of the requirements discussed

elsewhere, be aware of the opportunities for training and also supply and demand for skilled workers.

3. Relationship between the vocational-technical schools business and industry

While there is much room for improvement, the trend is encouraging. Lines of communication have been opened and will continue to open if all concerned take the task seriously. Both business and industry have expressed a desire that schools emphasize more and more the all important matter of attitude on the part of students as potential employees.

4. Training facilities available

Both state and federal governments are now making funds available in order to provide vocational-technical schools throughout the State. Not only does this cut down on unemployment, welfare, and insecurity but also provides a ready source of trained employees for both industry and business already in the State and serves as a lure for those yet to come.

5. Opportunities available

As the State tends to become more industrialized many new opportunities for employment arise for those who are skilled and ready. On the other hand, the prospects for the employment of those who do not graduate from high school grow dimmer with each passing month. Employment opportunities are increasing in the highly skilled areas while decreasing in the unskilled.

6. Concern over prevalent attitudes

In almost every situation, employers and educators expressed concern over the increasing trend on the part of workers to look on blue-collar positions as undesirable. The stigma which seemingly has been attached to such positions has occurred in spite of the fact that frequently the blue-collar worker's earning potential may be much greater, thus indicating that any reluctance to accept such a position must be social in nature to some considerable degree.

7. Automation

While it is true that technological advances have drastically reduced the number of jobs available in some areas, it would seem that the crucial issue is relocation rather than unemployment in many situations. At this point, it is difficult to assess the impact which automation has had on the unemployment situation, but there is evidence to believe that automation has also created as many new jobs as it has eliminated. It appears obvious that under certain conditions the displaced worker will,have to relocate or face unemployment in an area which no longer has need of his services. Many times workers are unemployed, not because there are no jobs available, but rather because of a reluctance on their part to move or train for a new position.

Comments of Participants

An evaluation form (Appendix B) provided space for comments and suggestions from the participants concerning the entire program. Below are shown selected statement which seem to be representative.

"The overall program has been very productive for me.... The great variety of outside speakers has been broadening, informative, and thought-provoking."

"Tours will be long remembered."

"Groups worked well but should or could, I believe, have been more scholarly."

"Overall, the course has been very helpful and will fill a real need in my work this year."

"The major change in program which would have been helpful would have been to spend the first few days sharing what we already knew about the Georgia situation."

"The entire time was certainly well-spent.... Every counselor should have this opportunity, and I, personally feel far more prepared now to cope with vocational development and all of its aspects in my area."

"This has been a unique and most helpful experience for me..."

"The information about technical schools, businesses, and industries will be most useful to me for some time to come."

"This course has been a most enjoyable and enlightening experience. It has presented in a unique fashion much of the information which we will need as counselors working with young people in the area of vocational decision-making. My only suggestion would be to get more of this type of information and material into the course, if possible, by lengthening the period of time for the program."

"Space trips throughout the program or make overnight trips."

"This type of experience could be of much value and help to all counselors in the field."

"This has been the most practical course that I have ever had in my preparation for counseling students.... I hope that I can be as helpful to by students as these speakers and experiences have been to me."

"I feel that fewer speakers and more time scheduled for group discussions and reactions to speakers might be an improvement."

"More discussion time."

"Course should be repeated until the majority of counselors have attended."

"One or two additional visits."

"(More adequately) brief industry about the things that we as counselors would like to know."

Evaluation

In an effort to evaluate the program in terms of assisting others to make future programs more meaningful, a four page evaluation form* was used (Appendix B). The fourth page is not shown in the appendix since it was blank to permit unstructured comments and suggestions from the participants. This permitted the students an opportunity to point up strengths and weaknesses of the program. In general, the ratings were good and seem to indicate that the choice of speakers and topics were appropriate The comments and suggestions indicated a successful program with few changes in future programs of this nature.

*Similar to one used by the Univ. of Fla. with NDEA institutes.

There seemed to be some feeling that a longer period of time for the program would be desirable. Likewise, other participants seemed to feel that a relaxation of the schedule with more time for group discussion and study would serve the same purpose.

The director and teaching assistants endeavored to evaluate the program continuously. There were no serious problems and it was felt that the program was a success.

In terms of attitude change, it was encouraging to observe the rise in interest of the participants. Vocational developmer seemed to take on new meaning. Certainly, there was no decrease in individual interest and involvement but, rather, a consistently high level of eagerness to learn. The general tone of the program is demonstrated by the comments indicated above and the mean ratings shown on the evaluation sheets (Appendix B)

The general concensus of both staff and participants was that this was a memorable experience. Further, there was a unity of practice and theory which should contribute to the counselors' individual interactions with youth in the vocational development process.

Within the context of evaluation of the Program it seems appropriate to make the following recommendations for future Programs:

1. In planning future programs it would be wise to either (a) extend the time to four or six weeks duration or (b) provide sufficient time for group discussions, possibly at the expense of a reduction in the number of speakers.
2. Provision should be made to provide funds for stipends for participants.
3. Adeauate "lead" time should be provided for publicity and recruitment of potential participants.
4. If future programs of longer duration are planned it would seem appropriate to include a larger number and variety of businesses and industries to provide a greater variety of experiences for the participants.
5. It is highly suggested that an information sheet be prepared for the cooperating establishments to assist them to more adequately meet the needs of the counselors.

APPENDIX A

Schedule of weekly activities

Schedule of presentations by title

Copy of interview form

Copy of interview form, V-T Schools

SHORT COURSE FOR COUNSELORS

Schedule of Major Speakers and Activities
For Week of July 26 - 30

Monday		
	9:00 a.m.	Dr. Fred D. Holt, Assistant Professor of Education, College of Education, University of Georgia
	10:00 a.m.	Dr. M. C. Oelke, Chairman, Counselor Education, College of Education, University of Georgia
	1:30 p.m.	Dr. Harold Reed, Specialist United States Office of Education
Tuesday		
	9:00 a.m.	Group Meeting
	11:00 a.m.	Dr. Ila Rooks, Assistant Professor of Education, College of Education University of Georgia
	1:00 p.m.	Dr. Raymond Payne, Professor of Sociology, University of Georgia
Wednesday		
	8:00 a.m.	Visit State Vocational-Technical School, Clarkesville. Tour facility and interview students.
	7:00 p.m.	Small Group Meetings
Thursday		
	8:00 a.m.	Visit Area Vocational-Technical School, Clarkston. Tour facility and continue interviews.
	7:00 p.m.	Small Group Meetings
Friday		
	9:00 a.m.	Dr. Raymond Payne
	11:00 a.m.	Dr. Ila Rooks
	1:00 p.m.	Small Group Meetings

SHORT COURSE FOR COUNSELORS

Schedule of Major Speakers and Activities
For Week of August 2 - 6

Monday		
	9:00 a.m.	Dr. Robert Taylor, Assistant Professor of Psychology Department of Psychology University of Georgia
	11:00 a.m.	Dr. Ila Rooks
	1:30 p.m.	Small Group Meetings
Tuesday		
	8:00 a.m.	Visit Industry in Marietta
	7:00 p.m.	Small Group Meetings
Wednesday		
	8:00 a.m.	Visit Businesses in Atlanta
Thursday		
	9:00 a.m.	Small Group Meetings
	1:00 p.m.	Visit Business and Industry
Friday		
	9:00 a.m.	Dr. Robert Taylor
	11:00 a.m.	Dr. Fred D. Holt
	1:30 p.m.	Small Group Meetings

SHORT COURSE FOR COUNSELORS

Schedule of Major Speakers and Activities
For Week of August 9 - 13

Monday		
	9:00 a.m.	Dr. Paul Deutschberger, Professor of Social Work School of Social Work
	11:00 a.m.	Dr. Ila Rooks
	1:15 p.m.	Mr. James E. Bottoms, Supervisor Vocational Education, Guidance Service State Department of Education, Atlanta
Tuesday		
	9:00 a.m.	Dr. Dolph Camp, Chief Occupation and Career Guidance Section United States Office of Education Washington, D.C.
	11:00 a.m.	Mr. James O. Long, Mr. M. L. Taylor Bureau of Apprenticeship and Training U. S. Department of Labor, Atlanta
	1:15 p.m.	Mr. Neil C. Gunter, Consultant Guidance, Counseling & Testing State Department of Education, Atlanta
Wednesday		
	9:00 a.m.	Dr. Wayne Antenen, Assistant Professor of Education, College of Education, University of Florida Gainesville, Florida
	1:30 p.m.	Small Group Meetings
Thursday		
	9:00 a.m.	Dr. Emeliza Swain, Associate Professor of Education College of Education University of Georgia
	1:00 p.m.	Mr. William Sewell, International Machinists Union, Atlanta
	5:30 p.m.	Dinner Meeting with visitors from business and industry
Friday		
	9:00 a.m.	Dr. Fred D. Holt Group Meeting

PROPOSED TITLES OF MAJOR PRESENTATIONS

The Counselor's Role in the Technological Future

The Employment Service and Voc-Tech Training

Some Observations of Counselors' Activities

The Disadvantaged and Our Technological Society

Guidance and Testing for Voc-Tech Exploration

Individual Freedom and Choice in Vocational Development

Working with Groups in Planning for the Future

Societal Determinants of Career Patterns

Guidance for Decision Making in Vocational Development

Exploration as a Career Determinant

The Counselor's Perception of the Moment

Work and the Nature of Man

VISITATION FORM

Name of Firm:

Address: **Home Office:**

Employees: **Male** _____ **Female** _____

Personnel Officer:

Activities or Product:

Entry Occupations: **(may be broken into categories)**

Application Procedures:

Union -- Non-Union: **(Specify)**

Salary-Wage Scales:

Advancement Possibilities:

Training Programs: **(Include source of training)**

Other Job Benefits:

Future:

Comments and Impressions:

INTERVIEW WORKSHEET

Department_____

School_____

SECONDARY SCHOOL

V-T SCHOOL

INDIVIDUAL

OTHER

APPENDIX B

Evaluation form

SHORT COURSE FOR COUNSELORS

Evaluation

Rate each of the following on the scale shown below.

1 - very poor 2 - poor 3 - fair 4 - good 5 - excellent

		Mean Score
A. Organization		
1. Schedule	1 2 3 4 5	4.2
2. Facilities	1 2 3 4 5	3.9
3. Visitors (overall)	1 2 3 4 5	4.3
4. Remarks		
B. Committee Work		
1. Readings	1 2 3 4 5	4.0
2. Time	1 2 3 4 5	3.5
3. Size	1 2 3 4 5	4.5
4. Availability of materials	1 2 3 4 5	4.2
C. Speakers		
1. Consultant #1		
a. Presentation	1 2 3 4 5	3.0
b. Material	1 2 3 4 5	4.0
c. Contribution to you as a counselor	1 2 3 4 5	3.3
2. Consultant #2		
a. Presentation	1 2 3 4 5	3.8
b. Material	1 2 3 4 5	4.0
c. Contribution to you as a counselor	1 2 3 4 5	3.8
3. Consultant #3		
a. Presentation	1 2 3 4 5	3.4
b. Material	1 2 3 4 5	4.1
c. Contribution to you as a counselor	1 2 3 4 5	3.4
4. Consultant #4		
a. Presentation	1 2 3 4 5	4.8
b. Material	1 2 3 4 5	4.4
c. Contribution to you as a counselor	1 2 3 4 5	4.7

			Mean Score
5.	**Consultant #5**		
	a. Presentation	1 2 3 4 5	3.0
	b. Material	1 2 3 4 5	3.4
	c. Contribution to you as a counselor	1 2 3 4 5	3.1
6.	Consultant #6		
	a. Presentation	1 2 3 4 5	4.6
	b. Material	1 2 3 4 5	4.6
	c. Contribution to you as a counselor	1 2 3 4 5	4.6
7.	Consultant #7		
	a. Presentation	1 2 3 4 5	3.8
	b. Material	1 2 3 4 5	4.2
	c. Contribution to you as a counselor	1 2 3 4 5	4.0
8.	Consultant #8		
	a. Presentation	1 2 3 4 5	3.7
	b. Material	1 2 3 4 5	4.1
	c. Contribution to you as a counselor	1 2 3 4 5	4.1
9.	Consultant #9		
	a. Presentation	1 2 3 4 5	3.7
	b. Material	1 2 3 4 5	4.2
	c. Contribution to you as a counselor	1 2 3 4 5	4.2
10.	Consultant #10		
	a. Presentation	1 2 3 4 5	4.6
	b. Material	1 2 3 4 5	4.7
	c. Contribution to you as a counselor	1 2 3 4 5	4.5
11.	Consultant #11		
	a. Presentation	1 2 3 4 5	4.8
	b. Material	1 2 3 4 5	4.8
	c. Contribution to you as a counselor	1 2 3 4 5	4.8
12.	Consultant #12		
	a. Presentation	1 2 3 4 5	3.8
	b. Material	1 2 3 4 5	3.6
	c. Contribution to you as a counselor	1 2 3 4 5	3.5

D. Visits			Mean Score
1. V-T School			
a. Tour	1 2 3 4 5		4.7
b. Usefulness to you	1 2 3 4 5		5.0
c. Future value	1 2 3 4 5		5.0
d. Interviews	1 2 3 4 5		4.7
e. Comments			
2. V-T School			
a. Tour	1 2 3 4 5		4.5
b. Usefulness to you	1 2 3 4 5		4.6
c. Future value	1 2 3 4 5		4.7
d. Interviews	1 2 3 4 5		4.5
e. Comments			
3. Industry			
a. Tour	1 2 3 4 5		4.8
b. Usefulness to you	1 2 3 4 5		4.7
c. Future value	1 2 3 4 5		4.7
d. Interviews or question period	1 2 3 4 5		4.6
e. Comments			
4. Business			
a. Tour	1 2 3 4 5		4.3
b. Usefulness to you	1 2 3 4 5		4.5
c. Future value			4.4
d. Interviews or question period	1 2 3 4 5		4.6
e. Comments			
5. Others not in #3 and #4 (_____)			
a. Tour	1 2 3 4 5		
b. Usefulness to you	1 2 3 4 5		Insufficient number
c. Future value	1 2 3 4 5		of students in the
d. Interviews or question period	1 2 3 4 5		various facilities to make a mean
e. Comments			score of value.

APPENDIX C

Materials compiled by groups

Trends

Vocational Development Theory

Sources, Resources, and Dissemination

TRENDS

One sub-group of participants in the 1965 University of Georgia Short Course for Counselors on Vocational Technical Training and Opportunities considered the subject of trends. This presentation is not intended to be an extensive source, merely suggestions for further research. It is assumed that counselors will make a more exhaustive study than limited time made possible in this present study.

> Man at his birth is supple and tender, but in death he is rigid and hard. Therefore, suppleness and tenderness are the marks of life, but rigidity and hardness are the marks of death.
>
> Lao-Tse

A retrospective assessment of any phase of life underscores one surpassingly important force: CHANGE. Change involves movement; and where there is movement one should be able to detect direction of movement. For the purpose of this report, trend implies the direction of movement.

Current trends in many areas are pertinent to the field of counseling. However this report deals primarily with trends in the following areas:

Education

Behavioral Sciences

Technology

Manpower

Education

Through the years education has assumed the task of preparing youth for the future. The educational system of America was developed

primarily to serve individuals to enable them to develop as far as their motivations, abilities and financial resources will permit. Today's educator must face the task of preparing students for a world which is not yet in existence. Education can no longer be content to teach a body of facts. Responding to the trend which indicates a need for preparing individuals to expect change and to adapt to change, education must acquaint students with processes through which continuous renewal of concepts and understandings can be made. Various dimensions of excellence are apparently helpful when challenging students to formulate personal goals:

(1) capacity for inquiry

(2) problem solving competence

(3) skill in communication

(4) familiarity with organized disciplines

(5) appreciation of the arts

(6) democratic commitment

In order to implement this concept, education itself must be receptive to progressive ideas, different methods, and new media. Team teaching can open avenues of discovery; programmed materials can stimulate individual advancement; new media can broaden the understanding of current technological advances; vocational educational can foster new attitudes toward work.

Changes will be the underlying theme of the future. Man has many adjustments to make if he successfully adjusts to the future. Perhaps the most valuable thing which educators can do for students is to reinforce their openness and readiness to change.

-- The existentialist psychologists view man as a process. This process is one of becoming, of being free to choose values and meanings in one's life, and of accepting the responsibility for one's choices.

-- The phenomenological theory stresses the perceptual field or the internal frame of reference as the individual organizes his experience into a "self" or personaltiy.

-- The cognitive theory views man as being governed by thought and perception.

-- The behaviorists believe that man learns his behavior through drives, responses, cues, reinforcements.

These theories may be related to the trends in the world of work. What is man becoming? What values is he choosing? How does he perceive himself? How has he organized his knowledge and experience? What has happened to him and how is he responding?

Work, Levenstein writes, has changed from making a living to making a life. For centuries man struggled to meet his visceral needs, to survive by wresting a livelihood from his sometimes hostile surroundings. Toil and labor, though unpleasant, were nevertheless an intrinsic part of life. The connotation of the undesirability of work increased as the more fortunate men relegated labor to slaves. Work became more palatable, however as the Protestant Ethic proclaimed that work was virtue, it was holy, and that work glorified God.

The modern ethic is twofold. The employers' ethic is concerned with efficiency and profit while the workers' ethic centers around security and success. Efficiency and profit will remain paramount, perhaps, but machines are replacing men at mindless, repetitive jobs. Automation strikes terror in the hearts of those who see employment security threatened, unemployment mounting, and machines replacing men.

We cannot spend our lives fearing change. Examine what this change in work will mean. Technology can free men for leisure, leisure in which they can discover themselves as human beings, leisure in which they can pursue the improvement of the human condition. Men can now look for their ultimate purpose in life, can cultivate the human potentialities which have been surpressed by the necessity for continuous, unrelenting labor.

Man, in the future, may be freed from old ideas and values. A startling thought is that we must divorce the idea of income from the idea of work. The ethic of leisure is evolving, an ethic which supplants the idea of idleness and laziness with the idea of self-realization and fulfillment. Work is taking on a different meaning. We work with our minds to invent, use, and improve the technological instruments that free men from drudgery. We work to increase our facilities for improving human welfare. Education, health, services, creative arts, recreation, and the exploration and development of human potentialities will engage our future population. From this will come an improvement in the quality of our living.

Technology

The work force of American industry has changed drastically during the last decade and can be expected to change even more in the near future. Trends indicate that women and young people will constitute a larger proportion of the work force. There will be relatively fewer workers engaged in direct production, in farming and in transportation, while an increasing proportion of the work force will be employed in service, trade, finance and construction. But, the largest increase will likely be in clerical, sales, professional and other white-collar jobs.

Research points to a somewhat more rapid rate of increase in the number of skilled workers within the blue-collar group than in the total labor force. A principle contributor to this change is automation. Automation will reduce the number of unskilled jobs and will replace them by the more demanding jobs of supervision, maintenance and regulation. Modern technology demands that individuals be inculcated with the idea of flexibility. Matthewson warns that today's shortages may be tomorrow's surpluses in the labor marekt. Jobs which exist today may disappear tomorrow, and jobs which today are beyond our imagination may appear. The trend is away from unskilled and semi-skilled labor and toward skilled employment. The economic growth of communities and states is going to be dependent upon the extent to which their labor force takes advantage of the scientific and technological progress which is made.

In the future it will become even more difficult for those who have not graduated from high school to obtain employment or to advance to the better jobs in industry. In this age of rapid technological and social changes, there is a need for people to understand the process and the nature of change and to cope with these trends. Our great strengths as a people have been our flexibility and adaptability under the successive waves of change. For this reason, we should educate our young people to meet future needs rather than limiting their preparation to presently identified needs.

Labor Forces

Present trends in our manpower needs are moving fully as rapidly as changes in other areas of present day life. As a result of the growth of economic activity in the United States and advances in science and

technology a radical change in the labor force has been evident. These factors coupled with changes in values in regard to work bring about trends in the labor force that can, to some extent, be projected into the future.

Shifts in population from one section of the nation to another to obtain better jobs will continue as the labor market fluctuates. Demands by industry for a more educated work force will apparently increase as time goes by. A shorter work week plus labor-saving devices in the home and a desire for additional income entices more women into ever-increasing jobs in industry. It has been reported that the most substantial increases in the proportion of working wives have been at the income classes above average. This may indicate a need for self realization rather than one of economic necessity.

In recent years there has been more legislation regulating and providing for manpower training than at any other time in history. The federal government recognizes, as a basic economic need, a highly educated and scientifically trained working force. Laws have been enacted which provide for equal opportunity regardless of race, sex or creed. Trends, not only toward equal employment opportunity for minority groups, but provisions for their educational and cultural enlightment have been backed by federal legislation. Many workers of these groups are still not being used to their fullest capabilities. The attitude prevalent among disadvantages youth that high level jobs are practically impossible for them to obtain contributes to their lack of motivation to become proficient in technological and scientific skills.

Advancement in a highly competitive labor market can be expected to depend more and more upon the skills and competencies of the individual.

Attitude and motivation as well as manipulative skills will be instrumental in determining the amount of success which the worker may obtain.

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Bright, J. R. Opportunity and threat in technological change. Harvard business review, 1963, 41, 76-86.

Technical changes are at a high degree of advance. There is a rapid-fire frequency of introduction and an increase in the size of the resources needed to bring them about. They interact with political, economic, and military events. Technological change is the most powerful factor in the business environment today. In the near future we may expect seven important trends:

1. Increased transportation capability
2. Increased mastery of energy
3. Increased ability to extend and control the life of antimate and inantimate things
4. Increased ability to alter the characteristics of materials
5. Extension of man's sensory capabilities
6. Growing mechanization of physical activities
7. Growing mechanization of intellectual processes

Brown, B. F. Learning patterns in the space age school. J. of secondary education, 1965, 40, 195-200.

Dr. Brown discussed the new process of cybernation-cybernatics, the emerging titan of technology. He predicted a sophisticated society in which as few as 20 percent of the population may be able to produce all the goods and services needed by the nation. Six dimensions of excellence for all students are listed: (1) capacity for inquiry, (2) problem-solving competence, (3) skill in communication, (4) familiarity with organized disciplines, (5) appreciation of the arts, and (6) democratic commitment.

Browne-Mayers, A. N. Technology's challenge to education. Saturday review, 1964, 47, 21-54.

Keeping competent with technology changes means that the student will have to become competent in relation to his job, to himself, to the society, and to a variety of social forces that impinge on his daily life. Competence is not simply a mastery of technical skills or of a profession, but includes all aspects of living, sensing, knowing, thinking, and feeling. Education to provide a competence must provide a wide spectrum of experience.

Folger, J. K. and Nam, C. B. Trends in education in relation to occupational structure, Soc. of ed., 1964, 38, 19-33.

The authors predict that in the future there will be less relationship between the growth of formal education and the changes in occupational opportunities. They think that there will be more upgrading within occupations in contrast to shifts between occupations and conclude that "the improvement in educational attainment within occupations is a much more important factor in the rise of the educational level of workers than the change in the occupational structure of the labor force."

Friedman, M. B. Personaltiy growth in the college years. College board review, 1965, 56, 25-32.

Mervin B. Friedman is Assistant Dean of Undergraduate Education at Stanford University. This article is adapted from a speech given at a conference on pre-school guidance sponsored by the Teachers College of Columbia University and the College Board in New York, August 17-28, 1964. The author states that one can discern some regularities in the behavior and experiences of students and that it is possible to make systematic statements about change in personality during the college years. He suggests that perhaps the most valuable way in which educators can contribute to the development of college students at this time is to re-inforce their openness and readiness to change. He further states his belief that if educators can help young people to tolerate uncertainty, ambiguity, and confusion in their quest for self-development, they will be contributing immeasurably to a fullness of life for each individual student and to the enrichment and betterment of American society.

Klotsche, J. M. The essential mission of American education. Am. ass. col. teach. ed. yr. bk., 1964, 17, 17-87.

Klotsche, who serves as provost of the University of Wisconsin-Milwaukee, Milwaukee, states that the central task which faces our society and thus our schools is to prepare our people for a world which is not yet in existence. He challenges educators to fashion a system which provides for its own continuous renewal and insists that educators must prepare our people to strive for an improvement in the quality of our living.

Lyon, Rhea. Beyond the conventional career: some speculations. J. of counsel. psychol., 1965, 12, 153-157.

Career development theory is discussed in relationship to cultural determinants rather than to a universally applicable developmental psychology. Serial careers are also discussed.

Parody, O. F. Quality secondary schools of the future. Sch. life, 1964, 47, 23-27.

Dr. Parody discussed the social developments that have influenced education and indirectly led to conflict between schoolmen and university scholars. He calls for a confrontation of the two groups on the specific issues dividing them and suggests the general direction the school might take in moving toward better schools. He spoke of new problems that will phase into tomorrow's problems and listed competencies required of teachers for today's frontier problems. The most important of these competencies being the ability to teach the structure of a discipline through the process of inquiry and discovery.

Rice, D. Employment and occupations in the seventies. Ed. Leadership, 1965, 22, 230-235.

The changing nature of job opportunities clearly reflects a shift from emphasis upon manual work to emphasis upon cognitive work. More young people must of necessity be prepared to enter the work force at the higher occupational levels where there will tend to be room for them and where they are urgently needed.

Richmond, Charlotte. Wider horizons for negro workers. Occup. outlk. quart., 1964, 8.

This article gives trends in the Negro labor force showing the decline of Negroes in some fields and increase in others. Problems are considered and possible solutions proposed for more productive use of the Negro labor force.

Wigderson, H. I. Team teaching. Ed., 1965, 35, 323-353.

This feature section in Education -- with guest editor Harry I. Wigderson, Coordinator of Research, Tulare County Department of Education, Visalia, California -- presents Team Teaching from a variety of angles and through the contributions of educators from a variety of fields and localities. The following articles make up this feature section:

"Team Teaching in American Education," Harry I. Wigderson

"What is Team Teaching," J. Lloyd Trump, Associate Secretary, National Assn. of Secondary-School Principals, Washington, D.C.

"Planning for Team Teaching," Harold S. Davis, Director, Staff Utilization Project, Educational Research Council of Greater Cleveland, Cleveland, Ohio

"Team Teaching in the Elementary School," John M. Rahmer, Assoc. Superintendent for Instruction, Dade County Public Schools, Miami, Florida

"Team Teaching in the High School," Carl H. Peterson, Principal, Easton Area High School, Easton, Pennsylvania

"A Current Appraisal of Team Teaching," Philip M. Carlin, Principal, John T. Pirie Elementary School, Chicago, Illinois

What's ahead by year 2000? Nation's bus., 1964, 52, 66-67.

Study of major economic trends since 1900 shows that:

1. Population will grow at the rate of 1.4%.
2. Increased birth rate will be reflected in the labor force.
3. Earnings of manufacturing employees will increase an average of 4.5%.
4. Individual income will increase at the rate of 2.5%.

Automation will make more jobs. Nation's bus., 1963, 51, 38-39.

Industries with the fastest rate of technological change have increased employment. Technological change has a total effect of creating more jobs, but it causes dislocation within the labor force as more highly skilled people are needed. Education and training must become part of this changing world of technology.

More jobs coming twice as fast. Nation's bus., 1964, 52, 31-33.

New kinds of occupations are being created, others expected within constantly rising total of workers. The American economy is expected to double the rate at which it creates new jobs in the next few years. What a worker does on a job changes with development of new technological specialities both for the scientists and engineers and technicians who help them. Many of these jobs require technical knowledge as well as manual dexterities.

Books

Asbell, B. The new improved American. New York: McGraw-Hill, 1965.

Asbell presents a cogent account of men, work, and education in these days of rampant change. This book sweeps you along with the pace of a novel, reveals the possible blessings of automation, discloses crucial conditions in education, presents ideas that seem incredible until you read on and reflect. This book is not only good reading, but offers much to ponder and facilitates understanding of some of our most pressing problems.

Bancroft, Gertrude. The American labor force: its growth and changing composition. New York: John Wiley, 1958.

This publication for the Social Science Research Council in cooperation with the U. S. Department of Commerce Bureau of the Census gives information and trends about the labor force. The farm workers, aged workers, youthful workers, part-time workers, Negro workers and women workers, are all investigated.

Blauner, R. Alienation and Freedom. Chicago: University of Chicago Press, 1964.

A sociological study of the relationships between technology, social structure, and personal experience. A study to show that through the worker's relation to the technological organization of the work process and to the social organization, a worker is controlled or is dominated. The assumption that if the nature of work affects the social character and personality, manner of failing or participating as a citizen and the sense of worth and dignity, than work should not be "given up" as a major interest of industrial and public policy.

de Grazia, S. Of time work and leisure. New York: The Twentieth Century Fund, 1962.

Leisure refers to a state of being, a condition of man which few desire and fewer achieve. The terms of leisure, free time and the future of leisure are explored.

Levenstein, A. Why people work: changing incentives in a troubled world. New York: Crowell-Collier, 1962.

This book has an excellent bibliography. The book itself examines the fact that incentives for work have changed, the purposes of work have broadened, and that man's incentives are bound up with his self-image, his values, his efforts to solve or adjust to problems, and his conditions in the world of technological change. The book is exceptionally well-written, easy to read, and enjoyable.

Riesman, D., Glazer, N., and Denney, R. The lonely crowd. New York: Doubleday, 1950.

If you have not read this fifteen year old book, or its sequel, Faces in the Crowd, you might find it more relevant to today than you expect. Other-directed, inner-directed, and traditional-directed are identifying terms. You'll find comments on the changing teacher's role, changing character formation, men at work, autonomy, work, and various other areas pertinent to well-informed counselors.

Roe, Anne. Personality structure and occupational behavior. In H. Borow (Ed.), Man in a world at work. Boston: Houghton Mifflin, 1964. Pp. 196-214.

Information as to the trends of thinking of status and behavior in the occupational field.

Vroom, V. Work and motivation. New York: John Wiley, 1964.

The content deals with choices, motivation, roles, satisfaction, and behavior. This book should appeal to the more serious scholar.

Wolfbein, S. L. Labor trends, manpower and automation. In H. Borow (Ed.), Man in a world of work. Boston: Houghton Mifflin, 1964, Pp. 155-173.

This article deals with changes in the length of the working life, composition of the labor force, industrial structure, occupational standings, and productivity of workers, and unemployment trends are considered and an outlook toward the future is taken.

Other Publications

Barlow, Melvin L. (Ed.). Vocational education, 64th yearbook of the national society for the study of education, 1965. Chicago: University of Chicago Press, 1965.

This publication, under the editorship of Melvin L. Barlow, presents a series of articles concerning vocational education. The editor is responsible for the introductory presentation "The Challenge to Vocational Education" and the closing chapter "A Platform for Vocational Education in the Future." A variety of articles, from an extensive list of Associated Contributors, presents an up-to-date picture of the field of vocational guidance and deals with various subjects related to this subject -- such as federal legislation, policy making, research, etc.

Georgia Department of Labor. The challenge-training for jobs. Atlanta: 1963, Pp. 15-16.

Technological trends:

1. Toward use of microwave technology in communications
2. From DC to AC circuitry
3. More extensive use of computers
4. Growth in use of electronic components and systems
5. Toward solid-state circuitry from vacuum tube circuitry
6. Adding electronic components to production equipment
7. Electronically controlled automatic equipment
8. More rigorous standards for production quality
9. Use of new materials, new machines, and new processes
10. Use of x-ray inspection of airplane parts
11. Mechanical handling of materials
12. To apply the systems concept to the entire company operation

McGowan, J. F. and Porter, T. L. An introduction to employment service counseling. Curators of the University of Missouri: 1964, Pp. 10-19.

Manpower trends are covered in these pages with projections from the U. S. Department of Labor. A section is included on the significance of occupational change for employment counselors.

Samler, J. Automation the threat and the promise. Technological change and vocational counseling. National Vocational- Guidance Association, Washington, D.C.: 1964, Pp. 57-76.

A description of the role of the counselor in the job he is to assume in the future.

U. S. Department of Health Education and Welfare. Report of the panel of consultants on vocational education requested by the president of the United States. Education for a changing world of work. 1962.

This report is a projected view of the decade from 1960 to 1970 and states that by 1970 87 million people will be working full time. Of this group, 26 million will be new and recently employed workers whose abilities must match the needs of a changing economy. The author discusses the nation's responsibility to prepare these young people to meet the challenge of a changing world and the Federal Government's role in helping our public schools prepare people for jobs.

U. S. Department of Labor. Manpower challenges of the 1960's. Washington, D.C: U. S. Government Printing Office, 1960.

This publication shows the changes in U. S. population and labor force which are expected to take place between 1960 and 1970. It may be purchased from U. S. Department of Labor, Washington 25, D.C. or any of its field offices and from the State Employment Security Agency. It is also available from the Superintendent of Documents, Washington 25, D.C. for 25 cents.

United States Department of Labor. Counselor's guide to occupational and other man power information. An annotated bibliography of selected government publications. Washington: U. S. Government Printing Office. Pp. 24-25.

Technological changes in manpower problems and policies.

U. S. Department of Labor. Statistical tables on manpower. Office of Manpower, Automation and Training. 1963.

This statistical report is a result of the Manpower Development and Training Act of 1962 which provides that the President transmit to Congress an annual report on the Nation's manpower. This report is intended to provide Congress and the Nation with the necessary information needed for manpower planning and policy development.

THEORIES OF VOCATIONAL DEVELOPMENT

For many years man has endeavored to determine why individuals work at particular jobs. In the early 1900's Frank Parsons (Borow, 1964) suggested that the traits of the individual fit the requirements of his work and that "vocational guidance" would bring about wise choices of an occupation. Thus was set up the sequence of events that led to the development of vocational counseling programs.

When one attempts to measure ability and personality traits and finds the occupational classification that seems to match the set of traits, he is influenced by Parsons' theory.

Many persons have thought this theory was not the final answer. Studies have revealed evidence from which other theories were formulated. Pattern theories developed were of three types: the life stages theory (Thompson, 1964) is based on reasoning that at various ages a person looks at his work life in different ways. Others took the life stages and expressed them in terms of work stages. A third pattern theory (Barry and Wolfe, 1962) looked at the ages at which a person produces his best work.

One study suggests that those in the upper and lower classes tend to follow the occupation of the parent: the upper class person because of the status attached to the work; the lower class person because he is in a rut and cannot get out (Gross, 1964). Others suggest that after basic needs have been met a person can seek to satisfy his social needs (Barry and Wolfe, 1962).

Super has proposed the term vocational development to replace occupational choice since choice implies a one-time decision, and studies show that very few persons make only one choice (Borow, 1964). A leader today in the vocational self-concept theories, Super has spent his life in

this area of investigation, and his Psychology of Careers (Super, 1957) is already being modified. Ginsberg reasons that most persons pass through stages: wishful thinking, followed by a tentative choice (or choices), then actual vocation (Ginsberg, 1951). Anne Roe applied Maslow's theory of motivation (Roe, 1957) but added that the individual is hedged in by his biology, environment, and culture (Roe and Seigelman, 1964). Hoppock suggests that the counselee be allowed to express himself before being helped to make a decision (Hoppock, 1957). Gelatt considers it the counselor's job to help the counselee use each step of decision making to develop his ability to choose wisely (Gelatt, 1962). Hilton proposes that motivation for career decision making evolves when dissonance in a person's beliefs about himself and his environment is reduced.

It seems that the emergence of theoretical formulations has been the most striking development in vocational counseling in the past thirty years (Borow, 1964). Because the relevance of formal decision theory to vocational counseling has begun to attract interest, it is important to formulate some appropriate basic concepts.

The investigation of the known theories makes possible the formulation of new concepts and new theories which will be needed to counsel students in the decision-making process.

Even though each counselor has a theory, it is important for him to re-evaluate this theory in the light of the changing times. Formulating new theories applicable to the present and the future can best be achieved by reviewing the research studies and correlating them with one's own particular needs. Therefore, this annotated bibliography

is suggested as an aid in keeping abreast of the times and in forming theories relevant to vocational counseling.

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Astin, A. W. Effect of different college environments on the vocational choices of high aptitude students. J. counsel. psychol., 1965, 12, 28-34.

There is considerable evidence that environment weighs greatly in vocational development.

Bell, H. M. Ego-involvement in vocational decisions. Person. & guid. J., 1960, 38, 732-736.

When ego-involvement is an important factor, vocational counseling is a slow process and requires the maximum skill of the counselor, and the active cooperation of the student.

Brayfield, A. H. Performance is the thing. J. of counsel. psychol., 1963, 9.

Brayfield says we have used ego-centered psychology in counseling long enough. In the world which demands performance, he says our work will be significant only when we put it in the context of reality.

Brazziel, W. F., Jr. Occupational choice in the negro college. Person. & guid. J., 1961, 39, 739-742.

Large number of young people train for the teaching profession but never enter it. This study made in a Negro multi-purpose institution found that more than half the group selected teaching as a second choice. Most significant factor in choice was need for a sure job upon graduation or lack of specific information about other occupations.

Brunkan, R. J. Perceived parental attitude and parental identification in relation to field of vocational choice. J. of counsel. psychol., 1965, 12, 39-47.

A study of 289 college males concerning the relationship of parental attitudes and identification. Results conflict with Roe's theory.

Caplan, S. W., Ruble, R. A., and Segel, D. A theory of educational and vocational choice in junior high school. Person. & guid. J., 1963, 42, 129-135.

An alteration of focus for guidance at this level is suggested with two possible areas of concern: (1) School would work with the students to encourage the development of a more realistic self-concept. (2) Guidance procedures might be utilized to assist the students toward a choice of curricula reasonably consonant with their aptitudes, abilities, and possible vocational choices.

Cohen, A. Sociological studies of occupations as a 'way of Life.' Person. & guid. J., 1964, 43, 267-272.

Earlier sociological studies pointed out that the "way of life" entailed in occupations provide highly significant occupational information which is not contained in the literature usually used in counseling. Some even indicated that this information should be introduced in counseling.

Cottingham, H. F. Changing perspectives in vocational guidance. Voc. guid. quart., 1963, 282-284.

Author examines current developments in the process of vocational guidance under three headings: (1) theoretical foundations, (2) general practices and, (3) counseling procedure.

Cox, D. R. New emphases in vocational guidance. Voc. guid. quart., 1961, 11-15.

The author points out some of the recent developments in vocational guidance. Lists three: (1) success criterion changed (2) developmental process noted and (3) personality patterns revealed.

Crites, J. O., Field, F. L., Kehas, C. D., Tiedeman, D. V., Hall, D. W., Super, D. E. and Beilin, H. Symposium: new research in vocational development. Person. & guid. J., 1963, 41, 766-782.

This symposium is an effort to sketch the future of research on vocational development in general outline and to fill in some of the details from studies currently in progress.

Davis, D. A., Hagan, Nellie, and Strouf, Judie. Occupational choice of twelve-year-olds. Person. & guid. J., 1962, 11, 628-629.

This study seems to substantiate Ginzberg's theory of occupational choice, which analyzes the choice into three age periods. Also, it states that more mature choices seem to correlate positively with intelligence and the feminine sex, and inversely, with reading retardation, but not with race or socio-economic environment.

Diebold, J. Automation, its implication for counseling. Voc. guid. quart., 1962, 11-14.

Points out the technological changes and their future implications for vocational counseling.

Dole, A. A. Educational choice is not vocational choice. Voc. guid. quart., 1963, 30-35.

A discussion of the correlation of educational choice and vocational choice. This author points out that occupational preference by itself is likely to be a poor basis for educational decision making. New guidance procedures are needed which emphasize development in youngsters of readiness for sensible planning.

Dugan, W. E. School counselor's role in vocational guidance. Am. Voc. J., 1965, 8, 35-36.

A report based on an address delivered to a Vocational Guidance general meeting challenging counselors to a changing, broader attitude toward the full range of youths in school; a fuller awareness of the changing world of work and a greater knowledge of occupational information, vocational training and job opportunities which will attract vocational education students as well as college-bound youths.

Face, Wesley, Flug, E. R. F., and Sevanson, R. S. A conceptual approach to the study of american industry. Am. Voc. J., 1965, 8, 15-17.

A progress report of an experimental program designed to develop an understanding of industry; its approach attempts to develop the concepts of self-realization, human relationship, economic efficiency, and civic responsibility.

Forrest, A. L. Persistence of vocational choice of the merit scholarship winners. Person. & guid. J., 1961, 39, 466-471.

Changes in vocational choice among talented youth seem to be motivated by desires to seek vocational areas which give more stress to humanistic values and to achievement in areas requiring work at higher levels of abstraction.

French, J. L. and Steffen, H. H. J. Interests of gifted adolescents. Person. & guid. J., 1960, 38, 632-636.

Because educators and psychologists know less about the interests of the gifted than of any other characteristics, such as special talent, achievement, or personality, the purpose of this article was to open the door for further consideration of the interests of gifted adolescents -- specifically college freshman planning majors in education.

Gants, Margaret S. Swan song. School Counsel., 1963, 11, 59-60.

The school should make available occupational information and resources for quick references on the mental level of the pupils. We must inculcate an appreciation of the labor of every man, whether it be menial or professional. We must lead the pupil toward arriving at self-realization of his abilities and characteristics as a future wage earner. We can accomplish this by curriculum planning, occupational study, and work experience, enlisting the aid of the community.

Givens, P. R. Voc. choices and their significance for self-structure. Jr. college J., 32, 131-138.

Self-concept changes of the typical young person result in an adjusting of aspiration levels which may lead to a wise vocational choice. Before a firm commitment can be made, much has to be learned about one's self. Inner feelings are to be explored as well as the opportunities within his environmental setting. In the struggle with vocational decision-making, the young person at first lives in reference to the values of other significant persons in his life, thus he assumes an identity as the first step toward vocational commitment. As he gains confidence, he then makes a provisional commitment and as he finds greater definition of himself, he makes a more confident (but not necessarily final) vocational decision based on exploration and deliberation.

Harrod, G. W. and Griswald, Norma J. Occupational values and counseling. Voc. guid. quart., 1960, 60-66.

The authors point out some of the compelling forces behind high school students' occupational choice.

Hilton, T. L. Career decision-making. J. of counsel. psychol., 1962, 9, 291-298.

A summary of five possible conceptions of decision-making. Models are: 1. Attribute matching 2. Need reduction 3. Probable gain 4. Complex information and 5. Social structure.

Holden, G. S. Scholastic aptitude and the relative persistence of vocational choice. Person. & guid. J., 1961, 40, 36-41.

Even with information and guidance, an occupational choice is not made all at once in a short space of time. It is a developmental process that spans many years, during which the ultimate decision is determined by a series of actions and occurences, each one dependent at least in some measure on preceding ones.

Holland, J. L. Exploration of a theory of vocational choice Part II: self-descriptive and vocational preferences. Voc. guid. quart., 1963, 17-24.

Students' scores on the Vocational Preference Inventory scales show that vocational preferences are associated with self-conceptions. A student's image of a vocation is, to a limited degree, consistent with his self ratings and personality.

Kassarjian, H. H. and Kassarjian, W. M. Occupational interests, social values and social character. J. of counsel. psychol., 1965, 12 48-54.

Inner and other-directed group studies by authors suggest that the individual's occupational interests reflect social character. Inner-directed group scored higher on theoretical value scale, lower on economic, social and political.

Kehas, Chris D. Letter to editor in reply to 'occupational choice as a crystallized self concept.' J. of counsel. psychol., 1962, 9, 91.

Kehas contends that Stephenson made a contribution to the study of theory in career development but left the question "which has crystallized -- the choice or the self concept?"

Kinnane, J. F. and Pable, M. W. Family background and work value orientations. J. of counsel. psychol., 1962, 9, 320-325.

This study finds that family influences have more weight in decision making than general intelligence or school curriculum.

Krippner. S. Junior high school students' vocational preferences and their parents' occupational levels. Person. & guid. J., 1963, 41, 590-595.

A study showing the association between the levels of junior high school pupils' vocational preferences and the occupational levels of their parents. They demonstrated many statistically significant relationships.

Lewellyn, L. W. and Grace, H. A. Real vocational help from academic advisors. Voc. guid. quart., 1960, 25-27.

Advances the idea that vocational advising should be conducted by persons who are themselves members of the vocation.

Lindgren H. C. Age as a variable in the aversion toward food and occupations. J. consult. Psychol., 1962, 9, 101-102.

A study of relationships between age and negative choice through use of foods and occupations. Students under 21 tended to dislike more foods and more occupations than those students over 21.

Litton, A. C. Recalled parent-child relations as determinants of vocational choice. J. counsel. Psychol., 1962, 9, 49-53.

A study of four professional groups revealed that the two oriented towards persons manifested greater altruistic love of people. That they should recall a warmer childhood was not supported.

Lipsett, L. Social factors in vocational development. Person. & guid. J., 1962, 40, 432-437.

Social factors are of great importance in the vocational development and career planning of an individual. The counselor who has a thorough understanding of these points, as well as the counselee's measured interests, intelligence, special aptitudes, and leisure time activities, will be more likely to view his contribution in its proper perspective.

LoCascio. R. Delayed and impaired vocational development: a neglected aspect of vocational development theory. Person. & guid. J., 1964, 42, 885-887.

It is the author's impression that theories of vocational development tend to emphasize the continuous, uninterrupted, and progressive aspects of vocational behavior. In his paper he has attempted to outline a theory of continuous and delayed and impaired vocational development.

Mierzwa, J. A. Comparison of systems of data for predicting career choice. Person. & guid. J., 1963, 42, 29-34.

This study examines the proposition that career choice is a function of one entire system of data to a greater degree than it is a function of another complete system. The interpretations of findings centers around combined variables and their interrelationships within a single system.

Milliken, R. L. Realistic occupational appraisal by high school seniors. Person. & guid. J., 1962, 40, 541-544.

This study was undertaken to determine the relationship between high school seniors' tested abilities and their stated interests. It was pointed out that being realistic about one's potential success in an occupation was one of the essential criteria for success and eventual happiness.

Matto, J. J. Stability of work experience as a predictor of success in terminal vocational training. Person. & guid. J., 1960, 38, 720-723.

This is a study designed to examine the relationship between stability of work experience and response to terminal vocational training.

Nelson, R. C. Early versus developmental vocational choice. Voc. guid. quart., 1962, 23-27.

Author gives good discussion of advantages and disadvantages of early and developmental vocational choice.

Perrone, P. A. Factors influencing high school seniors' occupational preference. Person. & guid. J., 1964, 42, 976-980.

This study supports the idea that vocational choice is something more than an intellectual decision, but rather is a developmental process and the occupational preference is influenced by various factors at different periods in the individual's life.

Pragan, O. Labor's stake in vocational education. Amer. voc. J., 1965, 8, 13-14, 32.

A discussion of the importance of equipping our young people with all the education needed to meet the skill requirements of the present and future labor market while at the same time, educating them to become citizens who will find satisfaction in their occupations and who will be proud of their accomplishments and contributions to our society.

Pritchard, D. H. The occupational exploration process: some operational implications. Person. & guid. J., 1962, 40, 674-680.

This article gives some general implications of an "integrated vocational developmental approach" for occupational exploration, or for self-at-work exploration.

Rasmussen, L. V. Place and role of vocational education in the total school program. Amer. voc. J., 1965, 8, 33-35.

The changing concept of work necessitates a changing concept of education. According to Rasmussen, "Now that the Perkins legislation has brought about a new marriage between the two, the hereditary feuding between general and vocational-technical education may very well end."

Rauner, Therese M. Occupational information and occupational choice. Person. & guid. J., 1962, 41, 311-317.

This was a study to determine how much students knew about the occupations they planned to enter and to determine the relationship between the knowledge of the chosen occupation and certain other specific factors: curriculum, occupation chosen, class, age, and high school background.

Reed, H. J. Certain aspects of vocational guidance in a technological age. Voc. guid. quart., 1962, 90-93.

Author points to direct and indirect implications for vocational guidance workers, certain trends and developments, and particularly, the impact of new technology.

Reed. W. W. Differential interest patterns of engineering graduates. Person. & guid. J., 1960, 38, 571-573.

A crucial factor influencing curricular choice at the college level is the interest pattern of the student. This article was an account of a study designed to test the implicit assumption that general interest inventories are not helpful in differentiating among sub-areas of a profession.

Samler, J. Psycho-social aspects of work: a critique of occupational information. Person. & guid. J., 1961, 39, 458-465.

This article was written to show that personality oriented vocational guidance is a one-sided development and we are still at the early stages of our professional development. Here we examine the counselor's consideration of that world which the client with his unique picture of himself, his particular identity, must enter: the world of work.

Schutz, R. A. Self-concpets and stereotypes of vocational preferences. Voc. guid. quart., 1960, 241-243.

Research attempting to test Bardin's contention that a person's occupational interests are a function of his self-concept and his stereotype of various occupations.

Schutz, R. A. Self-satisfaction and level of occupational choice. Person. & guid. J., 1961, 39, 595-597.

This research stemmed from Holland's theory in that it sought to determine if a relationship exists between (1) an index of the level of occupational choice or aspiration and (2) a measure presumed to reflect one aspect of a person's self-concept or self-attitude.

Short, Ethel K. A new look in career days. School Couns., 1964, 12, 117-120.

A description of a "Career Days" program at Lubbock High School, Lubbock, Texas, in which seniors have the opportunity to get a bird's-eye-view of many fields of work. Additional recommendations are made for improving the program.

Stockin, B. C. A test of Holland's occupational level formulation. Person. & guid. J., 1964, 42, 599-602.

This study attempted to test Holland's theoretical notion that two variables, intelligence and self-evaluation, summate with equal weight to determine occupational level.

Stone, L. A. The relationship of ability for risk to college year, sex, and vocational choice. J. couns. Psychol., 1962, 9, 87.

The role played by risk seems to be fairly unimportant regarding vocational decision development.

Super, D. E. The critical ninth grade: vocational choice or vocational exploration. Person. & guid. J., 1960, 39, 106-109.

This is a quick survey of developmental vocational psychology which provides the answer as not vocational choice or selection, but, early identification for vocational exploration.

Super, D. E. Vocational development - a symposium. Person. & guid. J., 1961, 40, 11-25.

In his article Super wrote on three problems existing: (1) the treatment of career prediction data as contrasted with occupational prediction data; (2) nature of vocational exploration; and (3) compatability of measures of vocational maturity. Trideman wrote on the need of an explicit statement of the process of decision in vocational development. Borow tried to identify some of the distinquishing characteristics of career development, theory and research.

Switzer, K. D. Early experiences and occupational choice: a test of Roe's hypothesis. J. couns. Psychol., 1962, 9, 45-48.

Roe's theory concerning individuals's interests needs, and occupations as related to early experiences and development of interests and needs was not supported in this study with ministerial students and chemistry majors.

Thompson, A. S. Personality dynamics and vocational counseling. Person. & guid. J., 1960, 38, 350-357.

Occupations differ in the following ways: (1) temperament requirements, (2) attraction value for persons with differing patterns and needs, (3) the decisions are not all rational, and (4) there are different vocational problems arising from and leading to emotional difficulties.

Thompson, A. S. Occupational information for junior high school youth: a symposium. Person. & guid. J., 1960, 39, 115-127.

The Bureau of Labor Statistics and other major studies have the need of increased guidance services in the lower grades. In planning a program extensive enough to reach younger boys and girls, Thompson and three other leaders of the guidance profession prepared the four articles included in this issue.

Whitlock, G. E. Passivity of personality and role concepts in vocational choice. J. couns. Psychol., 1962, 9, 88-90.

A study concerning vocational choices made by those who actively seek the best answers and those who decide by passive responses. Results indicate active individuals rate higher on "Occupational Level" scale and passive on ministry scale.

Wurtz, R. E. Use of the occupational exploration kit in a ninth grade. School Counsel., 1963, 2, 73-75.

A discussion of the significance of using the Occupational Exploration Kit in the ninth grade in an organized program embracing three phases -- preparatory, exploratory and evaluative -- to broaden exploration purposefully.

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Books

Barry, Ruth, and Wolf, Beverly. Epitaph for Vocational Guidance, Myths, Actualities, Implications. New York: Bureau of Publications, 1962.

Discusses lack of theoretical concepts in vocational guidance and seeks to supply new and justifiable theories within vocational guidance. Offers three other theories besides the traditional single methodological theory (Parsons): Pattern theory (Ginzberg, Ginsberg, Axelrad, Herma, Miller & Form); Motivated theory (Reynolds and Shister, Roe, Maslow); Individual theory (Super, Ginzberg). Draws certain conclusions and offers suggestions in regard to the implications for the school program and the counselor.

Brayfield, A. H. and Crites, J. O. Research on vocational guidance: status and prospect. In H. Borow (Ed.) Man in a World of Work. Boston: Houghton Mifflin, 1964.

This chapter gives a review of studies made on various theories of vocational development.

Hoppock, R. Occupational Information. New York: McGraw-Hill, 1957.

Presents and discusses in a chapter the author's theory of occupational choice. Gives an explanation of the theory and shows the theory in operation. In another chapter excerpts from other authors: Beilin, Brill, Caplow, Carp, Clark, Forer, Ginzberg, Ginsberg, Axelrad, and Herma, Grumer, Hollingshead, Kline and Schneck, Miller and Form, Raylesberg, Samler, Schaffer, Segal, Small, Super, and Warner and Abegglen, were given. The author comments on these theories.

Hummel, R. Vocational development theory and guidance practice. In Gail F. Farwell and H. J. Peters (Ed.), Guidance Readings for Counselors. Chicago: Rand McNally and Company, 1960. Pp. 282-288.

Hummel presents the vocational development theory as described by Ginzberg and Super including emphasis on trait measurement, life stages, and the self-concept. He further develops the career pattern theory as an assumption that the past behavior of an individual is the best guide to his future development.

Katz, M. Decisions and Values. New York: College Entrance Exam Board, 1963.

In chapter II the author views the state of occupational theory. Mention is made of the trait theory and several other theories. Stress is placed on implications for guidance.

Samler, J. Occupational exploration in counseling: a proposed reorientation. In Henry Borow (ed.), Man in a World of Work. Boston: Houghton Mifflin, 1964.

Seven analytical aspects of occupational exploration and orientation in counseling.

1. Occupational exploration is not a separable part of the counseling process.
2. The client's needs should be identified and their strength assessed.
3. The client's potential for commitment to the task is assessed.
4. The client is helped to become aware of the nature of career development and progression ...
5. The working world should be seen as a totality.
6. The process of occupational exploration is psychological in that the clients' perceptions are taken into account.
7. Occupational exploration should provide a model for decision making, not necessarily the decision itself.

Super, D. E. The Psychology of Careers. New York: Harper & Row, 1957.

Includes significant research and theory development in an effort to solve some of the problems of vocational adjustment, choice of jobs, and adjustment to work. Discusses the nature of work, the course and cycle of the working life, and many important aspects of vocational development. Included in the discussion are the factorial approach, aptitudes, interests, personality, family, economic factors, disabilities, and change in vocational development. Explains the implications of the nature of vocational development and the applications to vocational guidance and personnel work.

Super, D. E. A theory of vocational development. In Gail F. Farwell and H. J. Peters (Ed.), Guidance Readings for Counselors. Chicago: Rand McNally and Company, 1960. Pp. 271-282.

Super discusses Ginzberg's theory of occupational choice: a largely irreversible process involving compromise which develops in three periods: fantasy choices (before age 11), tentative choices (11-17), and realistic choices (after 17). Based on research, Super points out that this development is continuous and he explains the process of the compromise of interests, capacities, values, and opportunities which Ginzberg mentioned.

Super, D. E. Career Development: Self-Concept Theory. New York: College Entrance Exam Board, 1963.

Five essays in vocational development theorizing a focus largely in Career Pattern Study as a longitudinal study of vocational choice and adjustment.

Thompson, A. S. School settings for vocational guidance. In Henry Borow (Ed.), Man in a World at Work. Boston: Houghton Mifflin, 1964.

The study shows that if the school counselor is sensitive to the concept of vocational life stages, he will organize his particular guidance services around the anticipated student needs growing out of the vocational stages of the individuals involved.

Tiedeman, D. and O'Hara, R. Career Development: Choice and Adjustment. New York: College Entrance Exam Board, 1963.

Presents concepts as a framework for the study of career development. Summarizes some of the research in career development.

Tyler, L. E. The Work of the Counselor. New York: Appleton-Century Croft, 1961.

The author states the more the client learns about himself, the more he increases his knowledge of his potentialities and limitations, the more he will supposedly become competent to influence his subsequent vocational development through informed decisions and constructive actions.

VOCATIONAL-TECHNICAL INFORMATION

The committee on Dissemination, Resources and Sources of Occupational Information offers the following report which the counselors may utilize as a point of departure in planning for the individual school.

A search of the current literature reveals that attention is presently being focused upon the vocational aspect of guidance and counseling in the secondary schools. However, little emphasis is being placed upon the methods of obtaining up-to-date, dependable materials or upon the ways which are most effective in placing the current wealth of occupational information into the hands of students, parents, and school staff members.

The traditional "information service" function of the counselor msut undergo a developmental change if counselors accept new theories of occupational development.

To more adequately assist individuals, counselors must design new ways to present information to the student. The knowledge of career opportunities should be gained gradually from elementary school and through high school on into college. As needed information is integrated into the personality, the student must come to relate this knowledge to his talents, desires, goals and temperament and, therefore, he will consider an ever widening field of opportunities for creative functioning in his life style.

I Dissemination

One important traditional guidance service is the dissemination of occupational and educational information. Secondary school students need to be realistically orientated to new and current vocational and educational opportunities. To perform this service adequately, the counselor must use all possible media available. When a student needs help, he will take help where he can find it. Friends, family and the current labor market are too often the determining factors when the young person enters the labor market.

The role of vocational guidance is being re-examined in the light of a renewed emphasis on the function of the counselor as the link between the work community and the individual, between the parent, the student and his educational and vocational talents and goals, and most important, between the student and the culture. This section of the report gives some suggestions of methods used by counselors in providing needed information to students.

Year Long Plans

Involvement of the entire school staff in planning for emphasis on vocational development through consistent dissemination of material is a vital aspect of the guidance program. Subject matter teachers and the librarian are alerted through various means (bulletin boards, newspaper articles, spot announcements on the intercom, etc.) to call attention to the many choices a student may consider as he constantly moves toward achievement of the adult role.

Parent-Teacher groups are excellent sponsors for career topics of the week and for career nights or days. The participation of parents pays an extra dividend as it leads to greater acceptance of the world of

work, children's goals and talents, and the relationship between the two.

Radio, TV and movies bring current up-to-date materials which are stimulating and interesting into classrooms, to club meetings and to sponsoring groups. These audio-visual aids are especially effective if followed by a discussion and an evaluation of the presentation.

Included in all year long plans should be the subjects which are designated as Occupational Information Courses. Procedures should be established to explore the psychological-sociological implications in the vocational developmental process.

An integral part of the guidance program and of Occupational Courses should be the development of the individual's ability in the interpretation of Self-Appraisal Methods. The student should leave the high school with personal skills in the informal evaluation of ideas, concepts and information. He should possess an objective viewpoint which will allow him to survey collected data bout himself, his attributes and his talents, and the ability to use this in all decision making processes. This skill should serve him throughout his life and permit him to relate growing self knowledge to new and complex situations.

In the Occupational Information Course, the counseling process should be supplemented by role-playing, dramatizations, work experiences, situational workshops, personal interviews and the collection of related data from the many available sources.

Vocational Education teachers and coordinators expressed a desire to work more fully with the counselors at the State meeting in June, 1962. They planned to provide opportunities for exploration and investigation in many areas. Visits to business and industry are more effective and

more interesting if an informed person acts as guide. Vocational Educational teachers fill this role competently. Visits permit the student to see what is expected of him in a specific job and to visualize himself in the role of worker.

Career Clinics are another method of allowing the student to see himself as a participant in the world of work. Young people are challenged by the idea of preparation for the first step -- such as getting a social security number or preparing a personal folder. Here again, role-playing enables the applicant to dramatize the interview and to anticipate outcomes and reactions. Role-playing is a learning tool which allows the student to try on many roles and to gain insight and understanding into work expectations of an employer.

Librarians in Georgia have worked with counselors in the preparation of a brochure which will be published shortly by the State Department of Guidance and Counseling. The brochure will call attention to the fact that the Librarian is on a one-to-one basis with the student and in many instances, they find that students reveal problems and concerns through the types of books they read. They plan to confer with the counselors and to refer these students on a regular basis.

Career Corners which will contain files on occupational literature, school catalogs, biographies, novels and other related materials are to be worked out in many schools.

Tours of school and regional libraries allow students to add to their knowledge of available materials and resources.

Short Term Plans

"Career Days" follow as many patterns as there are schools who hold them. Traditionally several speakers present views of various

occupations to groups who move from speaker to speaker. The most interesting and effective programs are those which involve community agencies, service clubs, hobby clubs, local employers, union representatives, governmental representatives and agencies, and parents and former students.

"Privilege Days" permit student council or other student officers to plan and carry out assembly programs emphasizing specific careers or interests.

"Field Career Day" designates the subject matter teacher as the creator and innovator of a new kind of approach. In preparation, the counselor and subject matter teachers gather materials from printed sources, newspapers, alumni magazines, speeches and industry. On the designated day the teacher plans to present to all her students one or more careers which relate to his or her specific subject matter area. Teachers come to a new awareness of the importance of their subject and "why you study" it. Since teachers are directly responsible for all planning, they approach their subject with a new recognition of what it means to the student and the curriculum. These new approaches help the student to appreciate the subject and to conceptualize the occupations to which an interest might lead.

Articles in magazines, local newspapers and the school paper are important to those who are "written about" and to those who "read about". Student follow-up studies are carried out each year, but little of the findings are ever published. The success and activities of current or former students are of interest to other students, parents and employers. Recognition of achievement, new industry, employment opportunities, trends in local businesses, enlargement of facilities and job requirements are topics which would underline the vocational information aspect of the counseling function.

If news articles are tied in with careful planning, the School Bulletin Boards could reflect the same career, job or skill of the current week. Colorful, simple and direct messages should have continuity and eye appeal. One usual approach is the picture story of a student who has achieved recognition or made a decision about the future.

Daily announcement sheets and the Intercom provide quick means for getting the message to students of specific groups and classes.

The State Employment Service has local offices which are ready to schedule the General Aptitude Test Battery and to interpret results to seniors entering the labor market. Occupational information and job opportunities which are presented by the USES are up to date and specific to the area or local region.

Preparation of the Personal Folder should begin as early in high school as possible for employers, the armed services, schools and colleges want many different pieces of information. Local business firms are usually cooperative in making sample application forms available for learning purposes. Students should be encouraged to include the following information:

1. Birth certificate
2. Work permit
3. Social security number
4. Military information
5. Schools attended and their location
6. Complete employment record (beginning with last employer)
   a. Firm name and address
   b. Supervisor's name and title
   c. Type of business
   d. Dates of employment
   e. Job title and duties
   f. Starting salary and last salary
7. Skill records -- State examination records
   a. Words per minute
   b. Machines qualified to use
   c. Samples of work
8. Honors received
9. Memberships in clubs

II Resources

For some time Georgia counselors have felt that it would be worthwhile for them to share with each other their lists of people and agencies available in the area of vocational-technical information and aid. In many instances, businesses and industries are offering training parallel to that offered by private schools. The informed counselor can often help the future skilled worker to save both money and time. A wide-awake, alert counselor will make every effort to determine and use all available resources and solicit the cooperation of potential resources.

The agencies and people listed are among those found in local communities and/or connected with local, state or federal governments.

Business and Industry

It is a recognized fact that the economic position of our state and nation will be maintained in a direct relationship to the number of skilled workers available when business and industry need the workmen. The years ahead will be highly competitive, economically speaking. Already the number of trainees is not sufficient to meet the needs of normal job turnovers, not to mention the needs of new businesses.

To help fill the demand for skilled workmen, many businesses and industries have established vocational-technical training opportunities, including job-site programs. Among these are:

Ford Motor Company

Georgia Farm Electrification Council

General Motors Corporation

General Electric

International Business Machines

Kraft Paper Corporation

Labor Unions

Lockheed-Georgia

Petroleum Companies

Retail Credit

Rich's

Southern Bell Telephone

Textile Industries

Travel Agencies

Western Electric

Civic Organizations

Each counselor has within his own community many individuals and agencies that may prove to be very helpful to technical school and job trainee prospects. Every counselor has some local civic resource not mentioned in this list, but the following should provide a basis for developing or supplementing his own:

Boy Scouts of America -- School Service

Chamber of Commerce

American Red Cross

Committee on Vocations or Careers of
American Association of University Women
Business and Professional Women's Clubs
Jaycees
Junior Woman's Club
Kiwanis International
Lions Club
Medical Auxiliary
Optimist Club
Pilot Club
Quota Club
Rotary Club

State Level

Many services are available to counselors through resources provided by the State. Regional, and often county offices, administer these programs.

Examples listed are merely a few from an almost inexhaustible supply:

Civil Air Patrol — offers limited training in the area of mechanics, safety, aviation, radio and related activities.

Department of Labor — assists counselors in providing information on the types of training needed, as well as job opportunities and placement. Listed below are local offices for the Employment Service.

Albany: Robert O. Hawkins, Mgr.
925 W. Broad Street - 432-1271

Americus: C. E. Nevil, Mgr.
111 Cotton Avenue - 924-2748

Athens: Victor S. Nicholson, Mgr.
788 Prince Avenue - 543-3428

Atlanta Industrial Office
Edward J. Shabel, Mgr.
61 Trinity Avenue, S.W. - 524-2411

Atlanta Professional, Clerical & Sls.
Ben W. Durden, Jr., Mgr.
310 Continental Insurance Bldg.
161 Peachtree St., N.E. - 688-9050

Augusta: L. F. Heckman, Mgr.
425 9th Street - 722-6465

Bainbridge: Donald R. Bryan, Mgr.
222 S. Broad St. - 246-2530

Blue Ridge: L. C. Cook, Mgr.
Kiker Building - 632-5314

Brunswick: George W. Aycock, Mgr
502 G. Street - 265-2340

Carrollton: Billy R. Underwood, Mgr
705 Maple Street - 832-2496

Cartersville: James H. Barton, Mgr
108 East Main Street - 382-2842

Cedartown: Fred B. Woodward, Mgr.
157 North Main Street - 748-3020

Columbus: Ernest T. Jenkins, Mgr.
1328 Second Avenue - 323-7371

Cordele: Emory L. Herring, Mgr.
109 Wall Street, E. - 273-4372

Dalton: Winfred Powell, Mgr.
314 West Waugh - 278-1152

Douglas: William F. Parker, Mgr.
103 South Madison St. - 384-2795

Dublin: Harvey N. Spivey, Mgr.
139 N. Franklin Street - 272-2631

East Point: Edwin E. Fortson, Mgr.
1737 W. Washington Avenue - 766-1471

Elberton: R. W. Smith, Mgr.
137 Heard Street - 283-1224

Gainesville: Gerald Frankum, Mgr.
410 Bradford St., N.W. - 534-5358

Griffin: Mac McIntyre, Mgr.
122 East Poplar Street - 277-2208

LaGrange: Harold Herrin, Mgr.
207 Battle Street - 884-7394

Macon: Joe B. Jackson, Mgr.
744 Second Street - 743-8601

Marietta: Leon O. Foster, Mgr.
200 N. Fairground Street - 428-0492

Milledgeville: Raymond Holmes, Mgr.
125 N. Wayne Street - 452-2269

Moultrie: James E. Alred, Mgr.
125 First Avenue, S.E. 985-4682

Rome: A. E. Hutchison, Mgr.
710 East First Street - 232-651

Rossville: Trammell I. Moore, I
108 Howard Street - 224-2652

Savannah: David P. Blake, Mgr.
214 Drayton Street - 232-3144

Statesboro: Carswell Carr, Mgr.
34 North Crawford St. - 764-3661

Thomasville: Horace Stewart, Mg
103 North Crawford St. - 226-36

Tifton: Guy W. Musgrove, Mgr.
902 South Main Street - 382-463

Toccoa: Allison M. Franklin, Mg
237 Doyle Street - 886-3139

Valdosta: Philip A. Jones, Mgr.
809 North Patterson - 242-7264

Waycross: James A. Goldwire, Mg
809 Elizabeth Street - 283-6535

Family and Children Services is in operation in each county in Georgia with regional offices throughout the state. To obtain assistance, families must satisfy specific requirements. Any employable teenager in the household must be looking for work or be taking advantage of training opportunities.

Vocational Rehabilitation. A vocational rehabilitation counselor in each area of the state is responsible for working with disabled people so that they may become economically independent by having the opportunity to achieve a satisfactory level of employ ability.

Federal Government Employment Opportunities

At least 86% of all Federal employees secure jobs on the basis of their performance on competitive examinations. Rapid technological and social changes have developed countless new jobs requiring specialized

skills and abilities. Today the following Federal Agencies and Departments provide job opportunities in Georgia:

Department of Agriculture

Atomic Energy Commission

Civil Service Commission

Department of Commerce
Bureau of Public Roads

Department of Defense
Atlanta General Depot
Warner Robins Air Material Area

Federal Aviation Agency

Federal Communication Commission

General Services Administration

Department of Health, Education and Welfare
Communicable Disease Center
Social Security Administration

Department of the Interior
Bureau of Commercial Fisheries
Bureau of Sport Fisheries
Southeastern Power Administration

Department of Justice
Bureau of Prisons

Department of Labor
Bureau of Labor Statistics
Manpower Administration
Wage-Hour and Public Contracts Division

Department of the Treasury
Internal Revenue Service

Veterans Administration

Representatives of Federal Agencies

Mr. Theodore Bodholdt, Jr.
Administrative Intern
Southeast Regional Office
Internal Revenue Service
Atlanta, Georgia

Mr. T. Cluderay
Acting Chief
Personnel Branch
Internal Revenue Service
Atlanta, Georgia

Mr. Charles N. Conner
Director-Region V, U.S. Dept. of Labor, Suite 525
1371 Peachtree St., N. E.
Atlanta, Georgia

Mr. James Corley, Jr.
Chief, Personnel Branch
Southeast Regional Office
Internal Revenue Service
Atlanta, Georgia

Mr. Burton Graham
Assist. Regional Commissioner - Admin.
Internal Revenue Service
Southeast Region
Atlanta, Georgia

Mr. David J. Sencer
Deputy Chief
Communicable Disease Center
Atlanta, Georgia

Mr. Hammond B. Smith
Regional Director
U.S. Civil Service Commission
Atlanta, Georgia

Mr. James Wilson
Deputy Regional Director
U.S. Civil Service Commission
Atlanta, Georgia

Mr. Shelton Taylor
Chief, Personnel Branch
Federal Aviation Agency
Atlanta, Georgia

PANEL I - Medical and Biological

Mr. Jimmy Pedigo
Chief, Recruitment and Placement
Communicable Disease Center, P.H.S.
Atlanta, Georgia

Mrs. Elsie B. Wanner
Personnel Staffing Specialist
Veterans Administration Hospital
Atlanta, Georgia

II - Clerical, Office Machine and Related Jobs

Miss Huldah Anderson
Personnel Officer
Health, Education and Welfare
Atlanta, Georgia

Mrs. Doris Crenshaw
Personnel Staffing Specialist
Internal Revenue Service
Chamblee Service Center
Chamblee, Georgia

Mr. Thomas Forgette
Personnel Assistant
Regional Office, Post Office
Atlanta, Georgia

Mr. Harry Malone
Superintendent of Training
U.S. Post Office (Atlanta)
Atlanta, Georgia

Mr. William Tasker
Personnel Management Specialist
Veterans Administration, Regional Office
Atlanta, Georgia

Mrs. Christine Thompson
Personnel Management Specialist
U.S. Forest Servide
Atlanta, Georgia

III - Manual Occupations

Mr. Thomas E. Durhan
Assistant Chief, Supply Distribution Division
General Services Administration

Mr. John Ellis
Personnel Management Specialist
Civilian Personnel Division
Atlanta Army Depot
Forest Park, Georgia

Mr. William Waldron
Chief, Employee Services
Central Civilian Personnel Office
Third U. S. Army
Fort McPherson, Georgia

IV - Professional Accounting and Business Administration

Mr. Frank Arrington
Examiner
F. D. I. C.
Atlanta, Georgia

Mr. John T. Bruer
Assistant District Manager
U. S. Army Audit Agency
Atlanta, Georgia

Mr. Clifford Faulkner
Personnel Staffing Specialist
U. S. Forest Service
Atlanta, Georgia

Mr. Eugene R. Merriman
Regional Recruitment Coordinator
Internal Revenue Service
Southeast Region
Atlanta, Georgia

V - Various Other Occupations Normally Requiring Education or Experience Beyond High School

Mr. Carl Browning
Chief, Employment Branch
Federal Aviation Agency
Atlanta, Georgia

Mr. Herrick Z. McConnell
Regional Recruiting Officer
U. S. Civil Service Commission
Atlanta, Georgia

Mr. James E. Smith
Chief, Design and Construction Division
General Services Administration
Atlanta, Georgia

III Sources

EXPLORATION AND APPRAISAL OF TECHNICAL OCCUPATIONAL LITERATURE
FOR ELEMENTARY AND SECONDARY SCHOOL COUNSELORS

It was the purpose of this study to: (1) determine the usefulness of various types of occupational information, (2) select literature that is readable with respect to vocabulary, illustrations, and human interest, and (3) obtain an annotated bibliography of those sources which might prove most useful to a counselor.

The results of a study consisting of 268 certified school counselors in the four-state area of Texas, Missouri, Arkansas and Oklahoma, showing the use and usefulness ranks of 52 sources of occupational information, were helpful in making this selection. This study is reported in "The Personnel and Guidance Journal," February, 1959, Volume 27.

Recommendations from the Personnel and Guidance Staff at the University of Georgia and the experienced counselors in the class were also considered valuable.

It is hoped that the suggestive information appearing on the following pages will be helpful to counselors in training as well as to counselors in service.

SUBMITTED BY:

Mr. George S. Brooks
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Miss Martha E. King
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Miss Ruby Rumsey
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Periodicals

Barney, O. P. Inter-staff communication. School Counsel., 1964, 2, 171.

The facilitation of communications makes a guidance program more effective. This article suggests methods for procedures in a school.

Kinling, W. J. Dissemination of guidance information using data processing equipment. Person. & guid. J., 1960, 39, 220.

Suggested methods of the utilization of equipment for gathering and processing information.

Kuntz, J. E. and Jetton, C. T. Use and appraisal of occupational literature by secondary school counselors. Person. & guid. J., 1959, 37, 141-143.

Certified counselors, in a four-state area, evaluated 52 sources of occupational information and assigned numerical rank values to each of the sources according to usefulness.

Rusalem, H. Occupational information and attitudes: ten papers - new insights on the role of occupational information in counseling. J. of counsel. Psychol., 1954, 1.

Discussion of occupational information in terms of its meaning for the individual.

Samler, J. Psycho-socio aspects of works, a critique of occupational information. Person. & guid. J., 1961, 39, 458.

The author deals not only with the economic man at work, but also with the whole psychological and philosophical aspects of work.

Short, Ethel K. and Jenkins, Jean. A new look in career days. School Counsel., 1964, 12, 117.

This article presents a new way of organizing a career day and a method of evaluation of effectiveness.

Sinick, D., and Hoppock, R. Research on teaching of occupations 1961-1962. Person. & guid. J., 1964, 42, 504.

A discussion of the trends developing in the teaching of occupational information.

Wiener, F. The role of the vocational counselor as an expert witness. Person. & guid. J., 1964, 43.

The vocational guidance profession has much to gain from participation in programs in the local community. The counselor renders a public service in presenting his function in providing occupational information to the student and the availability of students for the labor market.

Books

Bennett, Margaret E. Strategies of vocational guidance in groups. In H. Borow (Ed.), Man in a world at work. Boston: Houghton Mifflin, 1964.

Discussion of career days or career conferences and other methods of disseminating career information. Emphasis on group procedures to develop attitudes, values, and concepts.

Cohen, N. W. Vocational training directory of the United States. Arlington, Virginia: Potomac Press, 1958.

Devereus, J. Guide to career information. New York: Harper and Brother, 1957

The guide contains a useful bibliography of recent occupational literature.

Forrester, Gertrude. Methods of vocational guidance. Boston: D. C. Heath, 1951.

This book is a comprehensive description of many methods a school counselor may employ in the practical utilization of occupational information.

Forrester, Gertrude. Occupational literature, New York: H. W. Wilson, 1964.

Use of list employed in Occupational Literature on pages 630-643. This list suggests various uses for both occupational literature and for the books on the counselor's book shelf.

Froehlich, C. P. Guidance services in schools. New York: McGraw-Hill, 1958.

This book provides a specific outline of methods and theories comprising the materials for use in the guidance program.

Hoppock, R. Occupational information. New York: McGraw-Hill, 1957.

Describes in detail the various ways of occupational orientation.

Lovejoy, C. E. Lovejoy's vocational school guide. New York: Simon and Schuster, 1963.

This guide is a listing of private and public vocational schools.

Mathewson, R. Guidance policy and practice. New York: Harper & Row, 1962.

Author . presents the practices which should underlie the guidance program and its philosophy.

Miller, A. E. and Brown, Betty I. National directory of schools and vocations. North Springfield, Pennsylvania: State School Publications, 1963.

The National Directory is intended to serve busy counselors and students who are searching for schools which prepare for specific vocations. The degree and length of time required to complete the course are shown.

Murphy, J. M. Directory of vocational training sources. Chicago: Science Research Associates, 1964.

The two-part dictionary lists schools by specific occupational areas for which they offer training (also by city and state) and an alphabetical listing (by state) of the names and addresses of more than 5,500 vocational training sources. This contains a comprehensive list of institutions offering vocational training.

Murphy, J. M. Handbook of job facts. Chicago: Science Research Associates, 1963,

This edition of the Handbook of Job Facts contains concise summaries of the basic facts about 237 major occupations. The material is arranged in chart form under headings that can be read at a glance.

Norris, Willa, and Zeran, F. R., and Hatch, R. The information service in guidance. Chicago: Rand-McNally, 1960.

Chapter 16 discusses the special activities and resources which the school counselor may employ in his situation.

Patterson, C. H. Counseling: self clarification and the helping relationship. In H. Borow (Ed.), Man in a world at work. Boston: Houghton Mifflin, 1964.

Use of vocational information in the counseling process is outlined as it fits into the non-directive concept.

Sargent, P. Junior colleges and specialized schools and colleges. Boston, Massachusetts, 1959.

This book includes the unusual and the unique vocational educational opportunities. This guide is an attempt to clarify the field by giving reliable and comparative information on hundreds of schools in leading special fields.

Super, D., Stanshevsky, R., Matlin, N., and Jourdaan, J. P. Career development of self concept theory. New York: Teachers College, Columbia University, College Entrance Board, 1963.

The new theories of vocational development are discussed and the implications for guidance counselors are numerous and important.

Super, D. The psychology of careers. New York: Harper & Brothers, 1957.

A discussion of the cycle of man's working life suggests many ways in which occupational information is used in the counseling process.

Publications

American Personnel and Guidance Association, N.V.G.A. bibliography of current occupational literature. Washington, D.C., 1963.

This bibliography covers materials which may be secured to give information on specific occupations.

Bureau of Budget, U.S. Government Printing Office. Standard industrial classification manual. Washington, D.C., 1957.

The Standard Industrial Classification was developed for use in the classification of establishments by type of activity in which engaged and for facilitating the collection, tabulation, presentation, and analysis of data relating to establishments.

Chronicle Guidance Publications. Chronicle occupational briefs. Moravia, New York.

Community Council of the Atlanta Area. Directory of community services. Atlanta, Georgia, 1963.

This volume would be of more interest to those counselors living in Clayton, Cobb, DeKalb, Fulton, and Gwinnett Counties; however, much information is furnished which would be of interest to all counselors in the state.

Fulmer, J. L. and Green, R. E. Georgia skill study summary report. Georgia Department of Labor Employment Security Agency. Atlanta, Georgia, 1963.

This is an analysis of Georgia's technical, skilled, and clerical and labor requirements and training needs covering the years 1962-1967.

Huiet, B. T. Employment security agency. Georgia Department of Labor. Atlanta, Georgia

This is a listing of job titles with the largest number of current openings in the State of Georgia.

Jones, W. J. Apprenticeship. Southern States Apprenticeship Conference Steering Committee. Memphis, Tennessee, 1961.

Copies of this handbook may be obtained by writing either of the regional offices, Bureau of Apprenticeship and Training or U.S. Department of Labor.

McGowen, J. F. and Porter, T. L. An introduction to employment service counseling. Columbia, Missouri: University of Missouri Press, 1964.

State Department of Education, Vocational Educational Division. Georgia's area vocational-technical schools. Atlanta, Georgia.

A booklet reporting on the progress of the development of a state-wide system of 26 area vocational-technical schools located in 17 strategic centers.

U. S. Department of Labor, Bureau of Employment Security. Dictionary of occupational titles. (1965 rev.). Washington, D.C., 1965.

U. S. Department of Labor, Bureau of Labor Statistics. Occupational outlook handbook. Washington, D.C.

U. S. Department of Labor, Bureau of Labor Statistics. Occupational outlook quarterly. Washington, D.C.

U. S. Government Printing Office. Counselor's guide to occupational and other manpower information: an annotated bibliography of selected government publications. Washington, D.C., 1964.